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A STUDY OF 4-H CLUB LOCAL LEADERSHIP

IN NEW MEXICO

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CONTENTS

	Page
Introduction.....	1
Collection of data.....	2
General information.....	2
Occupations of local leaders.....	2
Local leaders by age groups.....	3
Children of local club leaders.....	4
Training and experience of local leaders.....	4
Status of local leaders.....	5
How local leaders were selected.....	6
Information about 4-H Clubs led.....	6
Meeting time of club and number and length of meetings.....	6
Kind of club led in 1939.....	7
Enrollment and completions in 4-H Club work in New Mexico and in the United States.....	8
Developing the 4-H Club program.....	9
Jobs performed and degree of difficulty of leaders in supervising and carrying out the 4-H Club program.....	11
Jobs performed and degree of difficulty of leaders in measuring and reporting results of program.....	11
Types of assistance received by leaders and degree of assistance as reported by them.....	15
Satisfactions reported from local leadership.....	16
Discouragements in local leadership.....	20
Aims and objectives of 4-H Club work.....	20
How local leaders rated themselves as to knowledge of jobs.....	22
Training in subject matter and methods which local leaders said they needed most.....	24
Help local leaders receive from agents.....	25
Summary and conclusions.....	25
Some important findings in the study.....	27





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INTRODUCTION

Cooperative extension work is founded on the principle that local people should share a large responsibility in developing and carrying out the extension program. For over 25 years 4-H Club work has been operating on a Nation-wide basis. During this period local leaders have played a role of great importance in the growth of the club membership and in helping to guide boys and girls through their varied club activities. The services of local leaders, now as heretofore, are regarded as indispensable to the success of 4-H Club work.

Local club leaders receive no financial reward for their services. Their compensation comes through a consciousness of satisfaction that a worth-while service is being rendered to farm boys and girls.

State club leaders and county extension agents are credited with the statement that the greatest need for effective 4-H Club work is more and better trained local leaders. If this be true it becomes increasingly important that local leaders be selected with care. Their personality, character, and influence in the communities should be considered as well as their ability to inspire and direct boys and girls in learning the principles and practices essential to their own educational growth and development, and to the attainment of higher standards in farm family living.

In selecting leaders it is important to understand that a leader is one who stands out from the group in some quality or characteristic. An important element in leadership is influence. A leader must be able to influence others to think and act.

In view of the fact that those qualities essential to leadership are susceptible to training and can be developed to some extent, it is important that adequate leader-training programs be provided for the purpose of preparing leaders to do their work more effectively.

One of the first essentials in the organization of local-leader training programs, therefore, is to determine as accurately as possible the major problems which leaders encounter in helping to develop and carry out a club program. The most accurate and reliable way of knowing what these problems are is to ask the leaders themselves.

These problems will vary somewhat in different localities, depending upon the training and experience of individual leaders and the people of the communities which they serve.

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DISTRIBUTION: A copy of this circular has been sent to each extension director, State leader in county agricultural and home demonstration work, State and assistant State leader and county agent in 4-H Club work, extension editor, agricultural-college library, and experiment-station library.

This study was undertaken for the definite purpose of finding out the major problems which local leaders in New Mexico have to meet in helping to develop and carry out the club program.

### Collection of Data

This study of local leadership in New Mexico is based on facts obtained from 98 local leaders who served in 1939. At the time of this survey New Mexico had 707 local club leaders and a 4-H Club enrollment of 7,460 members. Of the 98 records obtained, 40 were from men leaders, and 58 from women leaders, representing 13.9 percent of the leaders in the State from the following counties:<sup>1/</sup> Bernalillo, Catron, Chaves, Colfax, Curry, Harding, Hidalgo, Lea, Lincoln, Mora, Quay, Rio Arriba, Roosevelt, Sandoval, San Juan, Santa Fe, Sierra, Socorro, Taos, Torrance, Union, and Valencia. These counties are located in representative sections of the State. It is believed, therefore, that the records obtained comprise a fair and accurate sampling of 4-H Club leadership in New Mexico. The data were collected through personal interviews with local leaders who were asked to answer certain specific questions with respect to their work with 4-H Club members.

The principal questions asked in this study concerned: (1) The occupations of leaders; (2) the educational background of leaders; (3) how leaders were selected; (4) information about the club led, such as the enrollment, completions, etc.; (5) kind of club led; (6) meeting time of club; (7) types of assistance local leaders receive from their agents and the relative effectiveness of the help; (8) the jobs leaders perform in: (a) Helping to develop the club program and organization, (b) supervising and carrying out the program, and (c) measuring and reporting results of the program; (9) satisfactions leaders derive from their work; (10) discouraging situations local leaders meet in their work; (11) what the leaders regarded as the most important aims or objectives of club work; (12) how leaders would rate their knowledge of certain important jobs they perform; (13) kinds of training leaders need most to do their work; (14) the quality of help they receive from agents in organizing subject matter; and (15) how effective the teaching of subject matter appears to be in meeting needs of club members.

### GENERAL INFORMATION

#### Occupations of Local Leaders

The occupations of the 40 men and 58 women local club leaders who participated in this study were classified under 4 headings for the men and 5 for the women. Of the men leaders, 53.8 percent were farmers; 56.9 percent of the women were farm homemakers, while 10.3 percent of the women

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<sup>1/</sup> The authors wish to express their deep appreciation for the splendid cooperation obtained from the extension agents and the local club leaders in these counties.



were nonfarm homemakers. Engaged in teaching were 20.0 percent of the men and 12.1 percent of the women; 13.7 percent of the men leaders, and 12.1 percent of the women leaders were students, while 12.5 percent of the men and 8.6 percent of the women were engaged in various other occupations. Table 1.

Table 1. - General information about local club leaders

Group	Percentage reporting	
	Men	Women
Number of records.....	40	58
Leaders who were-		
Farmers.....	53.8	--
Farm homemakers.....	--	56.9
Nonfarm homemakers.....	--	10.3
Teachers.....	20.0	12.1
Students.....	13.7	12.1
Other.....	12.5	8.6
Leaders by age groups:		
Under 20.....	22.5	17.2
20-24.....	20.0	6.9
25-29.....	7.5	6.9
30-34.....	17.5	20.7
35-44.....	22.5	27.6
45-54.....	7.5	17.2
55 and older.....	2.5	3.5
Leaders who had children:		
Under 10 years of age.....	66.7	50.0
10-20 years of age.....	50.0	78.6
21 and older.....	8.3	16.7
Total.....	87.5	92.8
Now 4-H Club members.....	75.0	76.2
Formerly 4-H Club members.....	16.7	26.2

Local Leaders by Age Groups

When classified according to ages in 5-year periods for those 20 years of age and over, there is considerable variation among this group of leaders. These data show that 22.5 percent of the men leaders and 17.2 percent of the women leaders were under 20 years of age; and 50.0 percent of the men leaders were under 30 years of age while only 31.0 percent of

the women leaders were under 30 years of age. Coming within the higher brackets with respect to ages, 50.0 percent of the men and 69.0 percent of the women were 30 years of age and above, while 90.0 percent of the men leaders and 79.3 percent of the women leaders were under 45 years of age. Only 10.0 percent of the men and 20.7 percent of the women were 45 years of age or older. This would indicate that the vast majority of both men and women leaders are recruited from those under 45 years of age. Table 1.

#### Children of Local Club Leaders

There are no data to show whether men and women leaders with children make superior or inferior local leaders, but the facts in this study show that the vast majority of both groups of leaders were parents. A total of 87.5 percent of the men and 92.8 percent of the women were parents. As regards those having children now engaged in 4-H Club work 75.0 percent of the men and 76.2 percent of the women reported in the affirmative; and 16.7 percent of the men and 26.2 percent of the women reported children who formerly were 4-H Club members. These data reveal beyond any doubt that the vast majority of local leadership in 4-H Club work is recruited from those who had children in club work when this study was made. It would seem that a situation of this kind would help considerably to intensify the interest of these leaders in the 4-H Club program. Table 1.

#### Training and Experience of Local Leaders

Other factors being equal the more educational training and experience local leaders have had prior to their selection the more effective should be their services in guiding 4-H Club members in their various club activities. Although it is true that the general qualities that produce leadership are in the main hereditary, these qualities are modifiable and susceptible to change by training. In fact, environmental conditions play a large part in determining the manner in which leadership manifests itself.

According to this study 15.0 percent of the men and 19.0 percent of the women leaders were limited in their training to elementary school only with an average of about 8 years each, while 62.5 percent of the men leaders and 53.5 percent of the women leaders had received an average of 3.1 years in high school. With respect to college training 22.5 percent of the men had received an average of 2.0 years in college as compared to 27.6 percent of the women with an average of 2.8 years in college. Regarding training in agriculture or home economics in high school and college, 50.0 percent of the men received an average of 2.7 years in agriculture, and 63.8 percent of the women received an average of 4.3 years in home economics. Experience in teaching school was reported by 25.0 percent of the men and 25.9 percent of the women with an average of 9.3 years for the former and 8.7 years for the latter. Experience as farm operators was reported by 75.0 percent of the men and experience as homemakers by 70.7 percent of the women.



Perhaps the most significant factor with respect to experience of these leaders was the fact that 45.0 percent of the men and 51.7 percent of the women had been 4-H Club members with an average of 4.9 years for the former and 3.0 years for the latter. These last figures indicate that almost half of the local leaders in New Mexico are chosen from those who were former 4-H Club members. Table 2.

Table 2. - Training and experience of local leaders

Item	Percentage reporting		Average years	
	Men	Women	Men	Women
Elementary school only.....	15.0	19.0	7.8	7.9
High school but no college.....	62.5	53.5	3.1	3.1
College.....	22.5	27.6	2.0	2.8
Agriculture or home economics:				
In high school.....	47.5	48.3	1.7	2.1
In college.....	2.5	15.5	1.0	2.2
Experience as:				
School teacher.....	25.0	25.9	9.3	8.7
Farm operator.....	75.0	1.7	10.0	2.0
Homemaker.....	--	70.7	--	17.3
4-H Club member.....	45.0	51.7	4.9	3.0

#### STATUS OF LOCAL LEADERS

With respect to leadership status, 82.5 percent of the men and 84.5 percent of the women reported as local leaders, while 15.0 percent of the men and 12.1 percent of the women indicated they were assistant leaders. Five percent of the men and 17.2 percent of the women reported they were project leaders. The average number of years as a club leader was 2.6 for the men, and 2.4 for the women. Table 3.

Table 3. - Status of local leaders

Item	Percentage reporting	
	Men	Women
Local leader.....	82.5	84.5
Assistant local leader.....	15.0	12.1
Project leader.....	5.0	17.2
Average years a club leader.....	2.6	2.4

## HOW LOCAL LEADERS WERE SELECTED

The method used in selecting local leaders may be an important factor in the success of the club. It seems obvious that when local leaders are selected the decision should be made only after the agents, club members, and parents of club members have cooperated to the fullest extent. Needless to say local people should have an important part in selecting local leaders. These data show that 40.0 percent of the men leaders and 55.2 percent of the women leaders were chosen by club members, and 55.0 percent of the men and 22.4 percent of the women were selected by extension agents. Volunteering as local leaders was reported by 7.5 percent of the men and 24.1 percent of the women. Further evidence showed that 5.2 percent of the women were chosen by a sponsoring organization; 2.5 percent of the men leaders indicated they were selected by a local committee with the agent, and 1.7 percent of the women leaders stated they were selected by parents. Table 4.

Table 4. - How local leaders were selected

Item	Percentage reporting	
	Men	Women
Method of selection:		
By club members.....	40.0	55.2
By extension agent.....	55.0	22.4
Volunteered.....	7.5	24.1
By sponsoring organization.....	--	5.2
By local committee with agent..	2.5	--
By members' parents.....	--	1.7

## INFORMATION ABOUT 4-H CLUBS LED

### Meeting Time of Club and Number and Length of Meetings

The time of club meetings was distributed as follows: Evenings, during school, Saturdays, after school, noon hour, and other. Evening meetings were reported by 40.0 percent of the men leaders and 10.3 percent of the women leaders. Meetings during school were reported by 30.0 percent of the men leaders and by 44.8 percent of the women leaders. Meetings on Saturdays were reported by 20.0 percent of the men leaders and by 20.7 percent of the women leaders. Only 5.0 percent of the men leaders reported club meetings after school while 19.0 percent of the women leaders reported meetings at that time. Meetings during the noon hour were reported by 2.5 percent of the men leaders and by 3.4 percent of the women leaders.



The average number of meetings held by men leaders was 15.7 and the average length in hours of each meeting was 1.9. The average number of meetings held by women leaders was 17.5 and the average length in hours was 2.1. Table 5.

Table 5. - Meeting time of club, number and length of meetings

Meeting time	Percentage reporting	
	Men	Women
Saturdays.....	20.0	20.7
Evenings.....	40.0	10.3
After school.....	5.0	19.0
Noon hour.....	2.5	3.4
During school.....	30.0	44.8
Other.....	2.5	--
Number and length	Average	
	Men	Women
Meetings held.....	15.7	17.5
Hours each meeting.....	1.9	2.1

Kind of Club Led in 1939

Agricultural clubs were led by 67.5 percent of the men and by 6.9 percent of the women leaders. Leading clubs in homemaking were 2.5 percent of the men and 62.1 percent of the women leaders. Community clubs were led by 7.5 percent of the men and by 15.5 percent of the women leaders.

As regards the extent to which club work was serving the community, the men leaders reported that 41.8 percent of the boys and girls of club age in their communities were club members and the women leaders reported that 33.8 percent of the eligibles in their communities were members of clubs. Table 6.

Table 6. - Kind of club led in 1939

Item	Percentage reporting	
	Men	Women
Leaders of:		
Agricultural clubs.....	67.5	6.9
Homemaking clubs.....	2.5	62.1
Community clubs.....	7.5	15.5
Project clubs.....	32.5	25.9
Boys and girls in community of		
club age now club members.....	41.8	33.8



ENROLLMENT AND COMPLETIONS IN 4-H CLUB WORK  
IN NEW MEXICO AND IN THE UNITED STATES

In order to draw comparisons with respect to the average enrollment and completions of the group of 98 local leaders surveyed, some data were taken from the statistical reports from the whole State of New Mexico and from the statistical summary of the United States for 1939. These data reveal facts about the following items: (1) The average number of boys and girls enrolled per man and per woman leader included in the survey, (2) the average enrolled per man and per woman leader in New Mexico, and (3) the average enrolled per man and per woman leader in the United States. The other items were: (1) The average number of boys and girls completing per man and per woman leader included in the survey, (2) the percentage completing per man and per woman leader in New Mexico, and (3) the average completing per man and per woman leader in the United States. The last items were: (1) The percentage of boys and girls completing as reported per man and per woman leader included in the survey, (2) the percentage completing per man and per woman leader in New Mexico, and (3) the percentage completing per man and per woman leader in the United States. These figures reveal some interesting comparisons between 4-H Club work in New Mexico and in the United States. For example, the

Table 7. - Enrollment and completions in 4-H Club work  
in New Mexico and in the United States

Enrollment and completions	40 men			58 women		
	leaders			leaders		
	Boys	Girls	Total	Boys	Girls	Total
Average enrolled per leader surveyed.....	16.3	9.9	20.0	11.6	13.0	16.2
Average enrolled per leader (New Mexico)*.....	11.7	13.5	25.2	8.4	9.7	18.1
Average enrolled per leader (United States)*.....	10.5	13.8	24.3	6.6	8.7	15.3
Average completing per leader surveyed.....	13.7	8.9	16.7	9.6	10.6	13.2
Average completing per leader (New Mexico)*.....	9.3	10.7	20.0	6.7	7.7	14.4
Average completing per leader (United States).....	7.9	10.4	18.3	5.0	6.5	11.5
Percentage completing (clubs surveyed).....	81.9	77.8	81.1	83.2	81.8	82.1
Percentage completing (New Mexico)*.....	79.5	79.2	79.3	79.5	79.2	79.3
Percentage completing (United States).....	75.0	75.4	75.2	75.0	75.4	75.2

\* Taken from 1939 annual reports.

percentage of completions as reported by the leaders surveyed was higher than the percentage of completions for the State of New Mexico, except in a single instance of completions by girls as reported by men leaders. The percentage of completions for New Mexico as a whole averaged about 4 percent higher than the percentage of completions for the United States. This last comparison would seem to indicate that local leaders and their agents in New Mexico are able to get a higher percentage of completions than is shown for the United States as a whole. Table 7.

#### DEVELOPING THE 4-H CLUB PROGRAM

Under "Developing the 4-H Club program" are listed such jobs as: (1) Explaining the aims and objectives of 4-H Club work; (2) learning the interest and needs of boys and girls; (3) developing community and parental cooperation; (4) enrolling members; (5) organizing and reorganizing the club; (6) helping members to select projects; (7) planning regular club meetings; (8) planning other events, such as parties, tours, exhibits, achievement days, camps, and plays; (9) distributing responsibility among others; and (10) training officers and leaders. Each leader was asked to check if he or she performed any or all of these jobs, and also to indicate the degree of difficulty in doing the jobs. "Explaining the aims and objectives of 4-H Club work" was the job performed by the highest number of men leaders, the percentage being 90.0, of which 75.0 percent reported "some" or "much" difficulty with the job. "Planning other events, such as parties, tours, exhibits, achievement days, etc." was the next job performed by the largest number of men leaders with 77.5 percent reporting, of which 58.1 percent reported "some" or "much" difficulty with it. "Developing community and parental cooperation" was a job performed by 75.0 percent of the men leaders, of which 93.4 percent reported "some" or "much" difficulty with this job. "Training officers and other leaders" was the job performed by the lowest percentage of men leaders, the percentage being only 55.0, of which 72.7 percent reported "some" or "much" difficulty.

"Planning regular club meetings" was the job performed by 89.6 percent of the women leaders, of which only 36.6 percent reported difficulty. "Planning other events, as parties, tours, exhibits, achievement days, etc." was the job performed by 87.9 percent of the women leaders, of which 47.1 percent reported "some" or "much" difficulty. The other jobs performed by a high percentage of women leaders were: (1) Explaining the aims or objectives of 4-H Club work, and (2) developing community and parental cooperation. Each of these jobs was performed by 86.2 percent of the women leaders, of which 68.0 percent reported "some" or "much" difficulty with the former and 82.0 percent reported "some" or "much" difficulty with the latter. The job of "training officers and other leaders" was reported by the lowest percentage of women leaders with 55.2, of which 65.6 percent reported "some" or "much" difficulty. (Figure 1.)



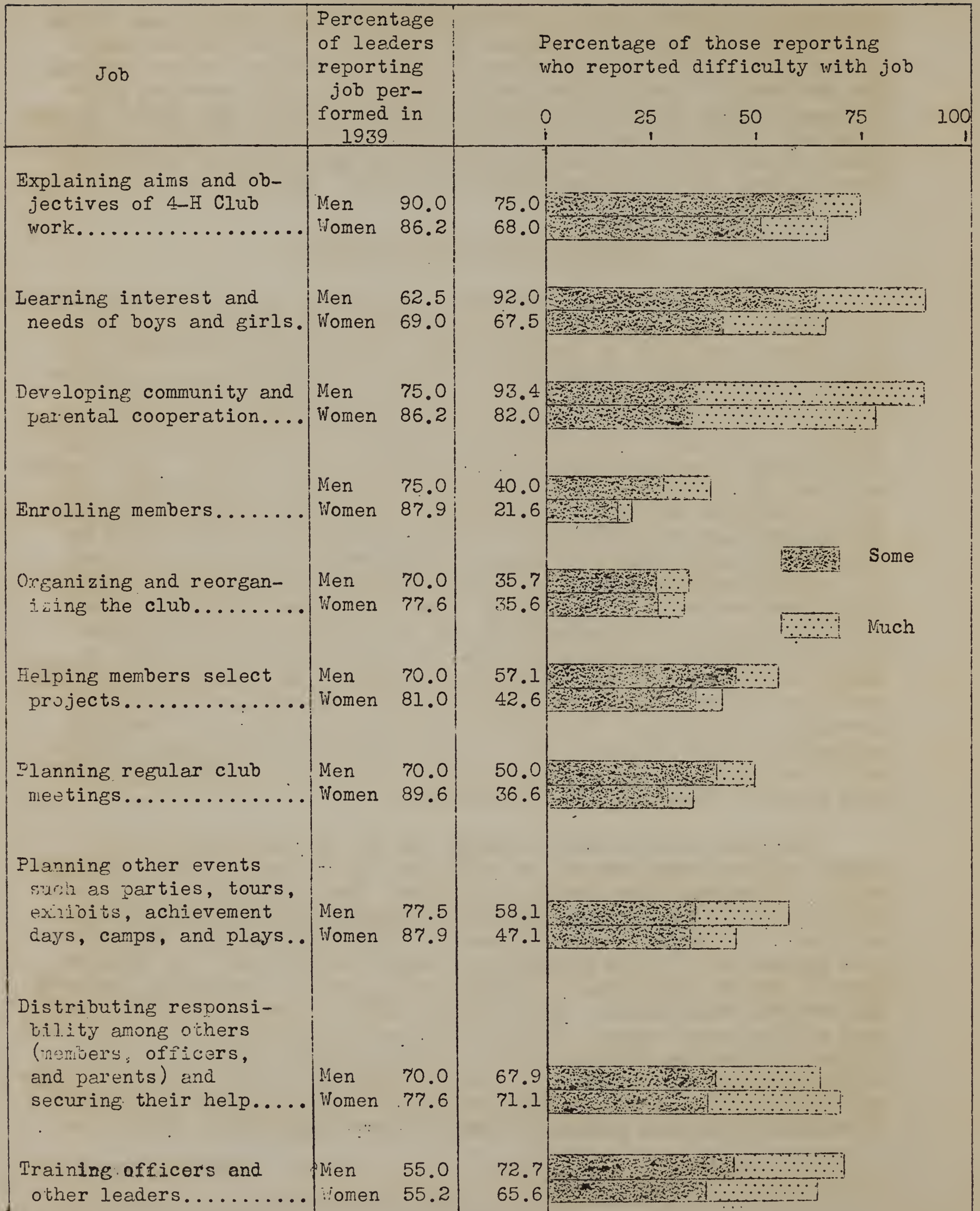


Figure 1. - Jobs performed and degree of difficulty in developing 4-H Club program





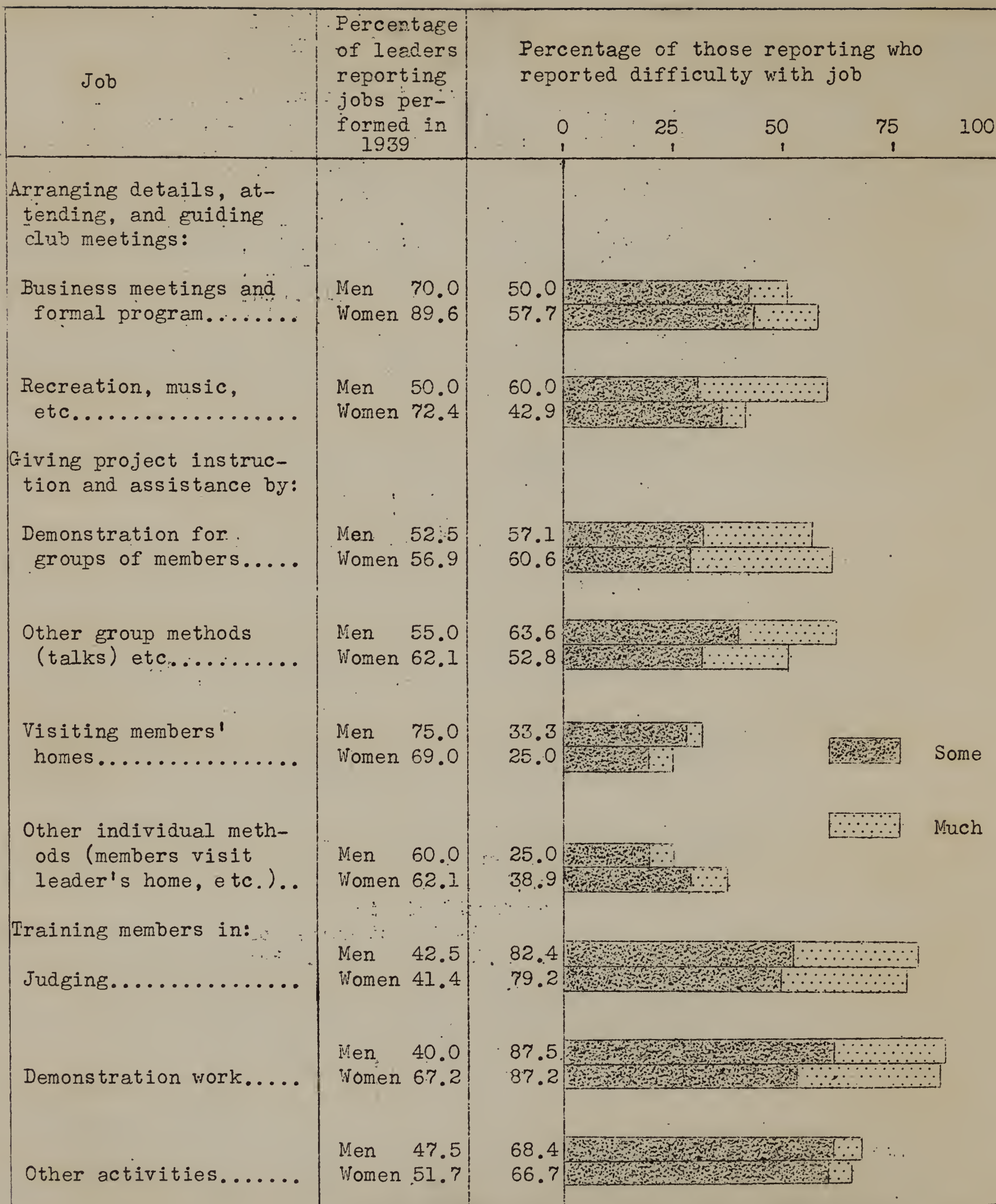


Figure 2. - Jobs performed and degree of difficulty of leaders in supervising and carrying out the 4-H Club program

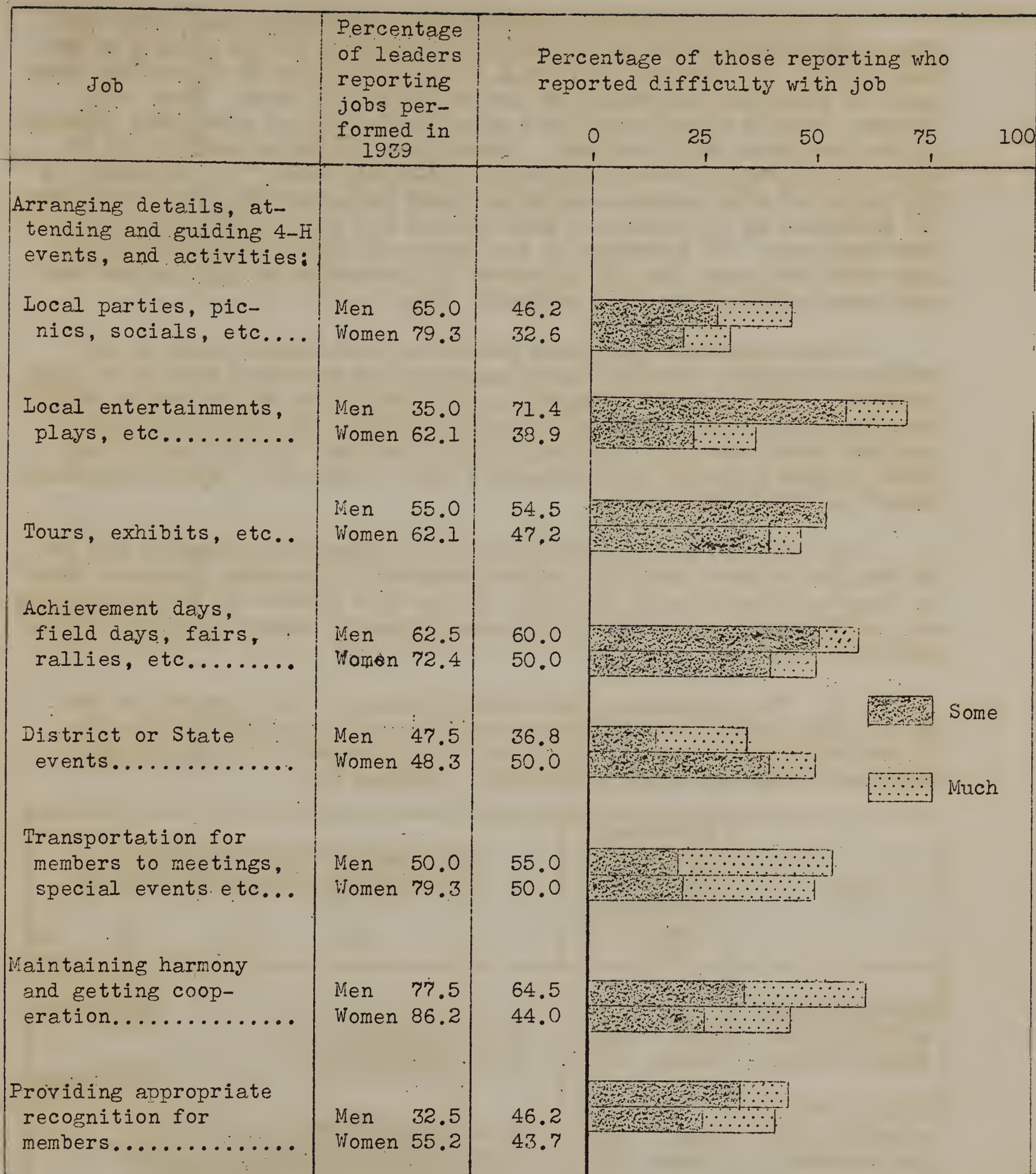


Figure 2. - Jobs performed and degree of difficulty of leaders in supervising and carrying out the 4-H Club program (con't.)



The various activities connected with performing these jobs are more or less complicated and therefore challenging to the ability of local leaders. An accurate evaluation of certain kinds of educational programs is sometimes difficult, if not impossible, to make. There are, however, certain kinds of criteria that can be used as a reliable measure of the results of 4-H Club work. Without attempting to mention all of them the following are some simple and practical ones: (1) Increases in the number of club members completing their projects this year over last, (2) increases in the number of club members who re-enrolled this year over last year, (3) increases in the number of older club members this year over last year, and (4) increases in the number of club members who make some profits from their projects, etc.

These data show that local leaders do take active parts in the various activities connected with measuring and reporting results of club programs: (1) "The job of reporting club activities to the county office" was performed by 65.0 percent of the men leaders, of whom 42.3 percent reported "some" or "much" difficulty with the job; 74.1 percent of the women leaders reported performing this job, of whom 34.9 percent reported "some" or "much" difficulty.

(2) Of the 72.5 percent of the men leaders who performed the job of "helping members complete project records" 75.9 percent reported "some" or "much" difficulty with the job. Of the 87.9 percent of the women leaders performing the same job 70.6 percent reported "some" or "much" difficulty with it.

(3) "In summarizing club accomplishments," 45.0 percent of the men and 63.8 percent of the women stated that they performed this job, of whom 66.7 percent of the former and 64.9 percent of the latter encountered "some" or "much" difficulty. (Figure 3.)

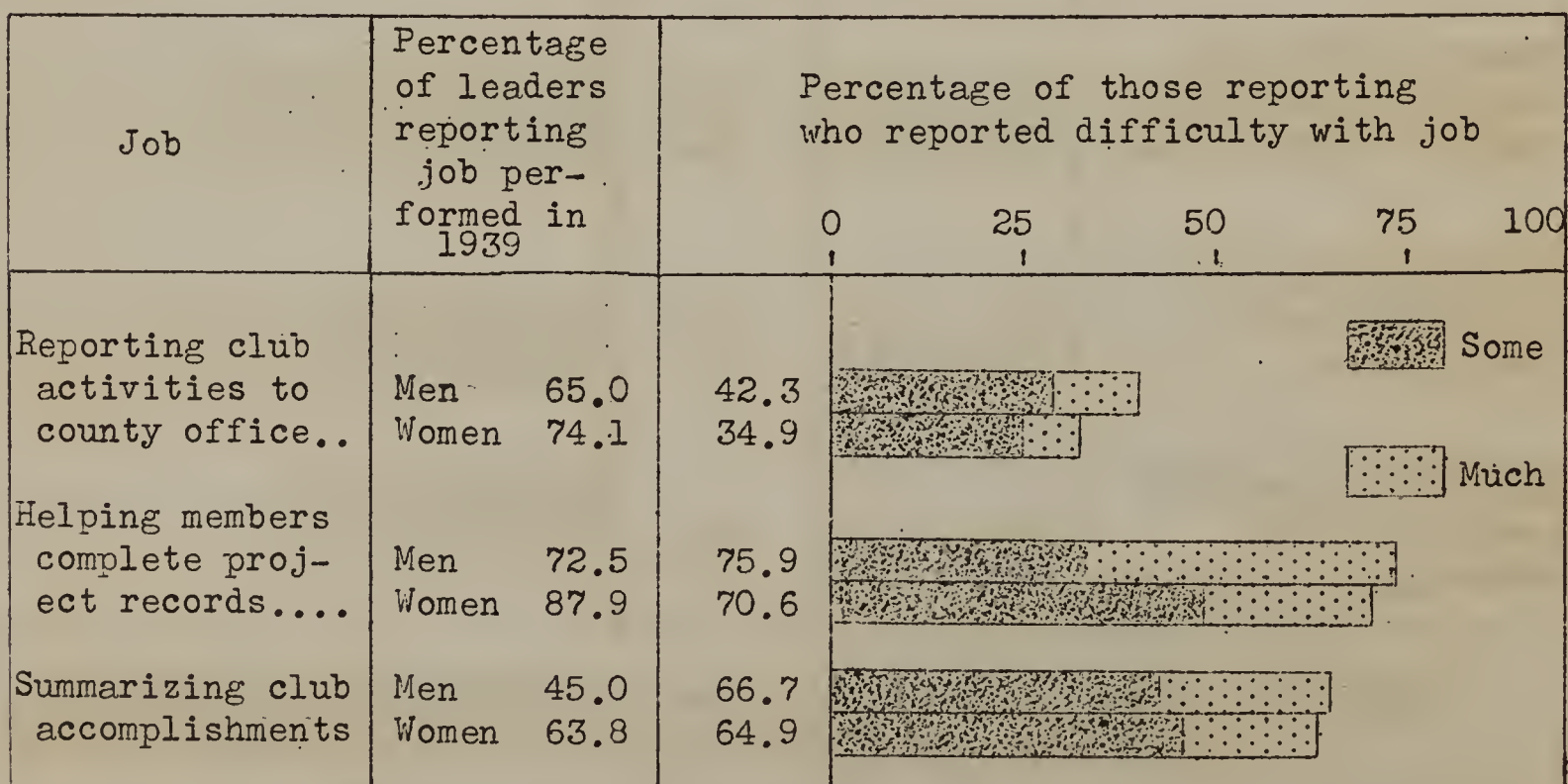


Figure 3. - Measuring and reporting results of program

TYPES OF ASSISTANCE RECEIVED BY LEADERS  
AND DEGREE OF ASSISTANCE AS REPORTED BY THEM

The items included under kinds of assistance local leaders received from their agents in helping to carry out the club program were: (1) visits with agent; (a) At club meetings, (b) at leader's home, (c) at agent's office; (2) telephone calls; (3) letters: (a) Personal from agent, (b) circular from agent; (4) material on methods and organization; (5) subject-matter instruction material; (6) county news letter or house organ; (7) State 4-H Club news; (8) National 4-H Club news; (9) State-wide leader meetings; (10) district meetings within State; (11) county-wide meetings; and (12) district meetings within county.

The percentage of leaders who reported assistance on the above items varied considerably. Assistance received as the result of "visits with agent at club meetings" was reported by 97.5 percent of the men and by 91.4 percent of the women leaders, of whom 94.9 percent of the former and 100.0 percent of the latter indicated the assistance to have been "helpful" or "very helpful." Assistance as the result of "visits with agent at leaders' home" was reported by 67.5 percent of the men and by 69.0 percent of the women leaders, of whom 96.3 percent of the former and 100.0 percent of the latter stated that the assistance was "helpful" or "very helpful." Assistance as the result of "visits with the agent at the agent's office" was reported by 85.0 percent of the men and by 75.9 percent of the women leaders, of whom 94.1 percent of the former and 100.0 percent of the latter indicated the assistance was "helpful" or "very helpful."

Assistance received as the result of "telephone calls" was reported by 25.0 percent of the men leaders and by 37.9 percent of the women leaders, of whom 90.0 percent of the former and 81.8 percent of the latter stated the assistance was "helpful" or "very helpful."

Assistance received as the result of "personal letters from the agent" was reported by 77.5 percent of the men leaders and by 63.8 percent of the women leaders, of whom 90.3 percent of the former and 89.2 percent of the latter reported the assistance as "helpful" or "very helpful."

Assistance received from "circular letters from the agent" was reported by 87.5 percent of the men leaders and by 87.9 percent of the women leaders, of whom 97.1 percent of the former and 96.1 percent of the latter said the assistance was "helpful" or "very helpful."

Assistance received on "material on methods and organization" was reported by 70.0 percent of the men leaders and by 79.3 percent of the women leaders, of whom 100.0 percent of the former and 97.8 percent of the latter regarded the assistance as "helpful" or "very helpful."

Other kinds of assistance which local leaders reported on a relatively high level were: (1) "Subject matter instruction material,"



reported by 65.0 percent of the men leaders, of whom 100.0 percent rated the assistance as "helpful" or "very helpful" and 79.3 percent of the women, of whom 95.7 percent rated the assistance as "helpful" or "very helpful."

(2) Assistance received by means of the "State 4-H Club news" was reported by 60.0 percent of the men leaders and by 75.9 percent of the women leaders, of whom 91.7 percent of the former and 97.7 percent of the latter regarded the assistance as "helpful" or "very helpful."

(3) Assistance received through the "National 4-H Club news" was reported by 45.0 percent of the men and by 58.6 percent of the women leaders, of whom 94.4 percent of the former and 94.1 percent of the latter regarded the assistance as "helpful" or "very helpful."

Assistance received by both men and women leaders through "county-wide meetings" was reported by 50.0 percent of the men and by 55.2 percent of the women leaders, of whom 95.0 percent of the former and 100.0 percent of the latter reported the assistance as "helpful" or "very helpful."

These data indicate that local leaders feel they are receiving splendid assistance from their agents along lines that seem to be important in the conduct of 4-H Club work. (Figure 4.)

#### SATISFACTIONS REPORTED FROM LOCAL LEADERSHIP

The satisfactions which local leaders derive from their work will to a large degree determine the length of their service and doubtless the quality of the services they may render.

In order to determine the degree of satisfaction local leaders may have derived from their work the following items were listed and the leaders were asked to check if they received "some" or "much" satisfaction from each one. These were the satisfactions listed: (1) Appreciation expressed by members, parents, agent, etc.; (2) public recognition - mention made of work at meetings, in paper, leadership pin, and other awards; (3) opportunity to meet people; (4) opportunity for personal growth through leadership experience; (5) opportunity to attend events and make trips to camps, State meetings, etc.; (6) the satisfaction of service to: (a) Boys and girls, (b) community, and (c) county and State; (7) personal help or economic gain through information that has been useful on the farm, in the home, or to the family.

Satisfactions of "service to boys and girls" was rated of "some" or "much" satisfaction by the highest percentage of both men and women leaders, the former being 92.5 percent, and the latter 98.3 percent. The next two items rated highest by men leaders were "appreciation expressed by members, parents, agent, etc.," and "opportunity for personal growth through leadership experience," both items being rated 90.0 percent.



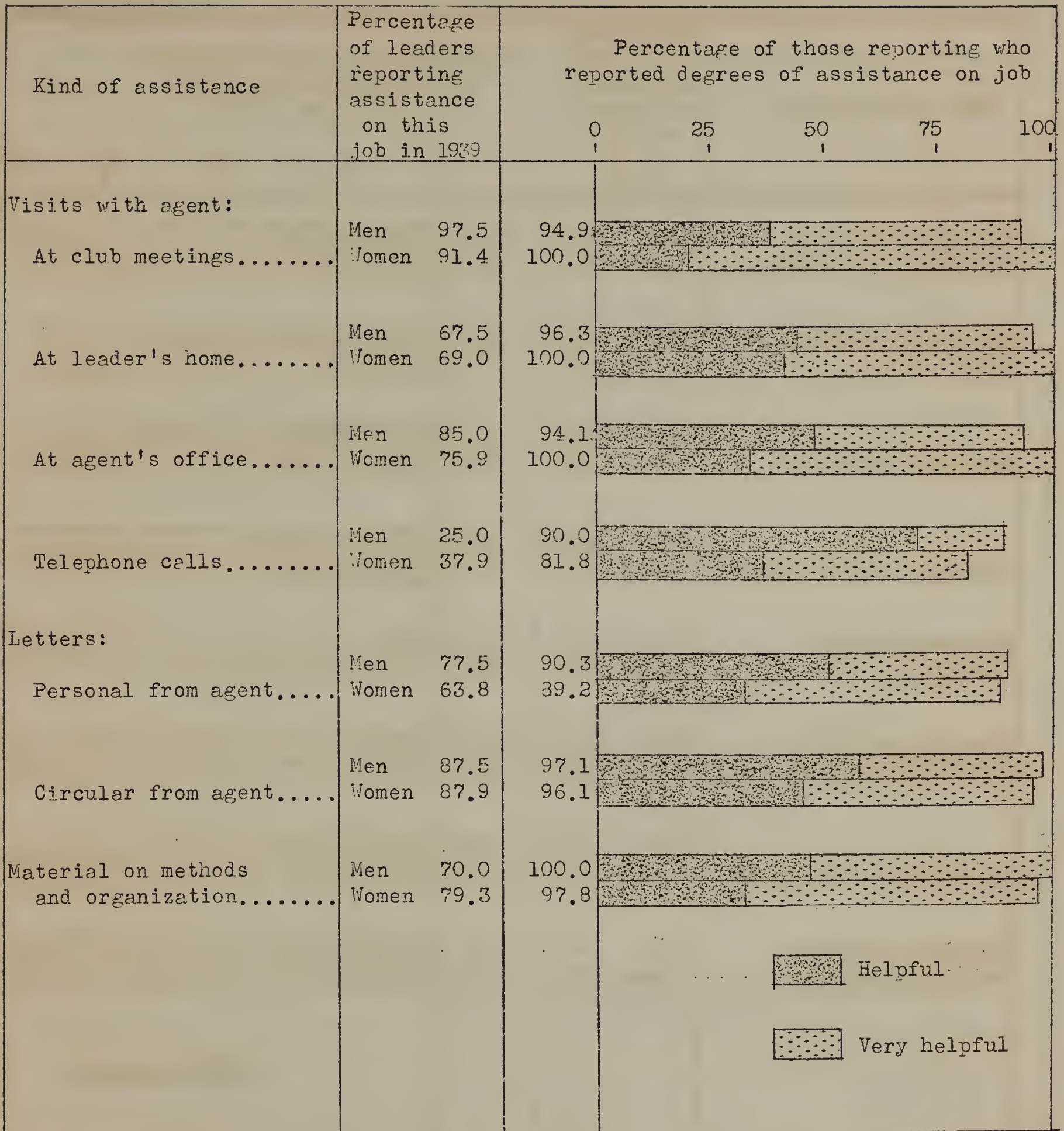


Figure 4. - Types of assistance received by leaders

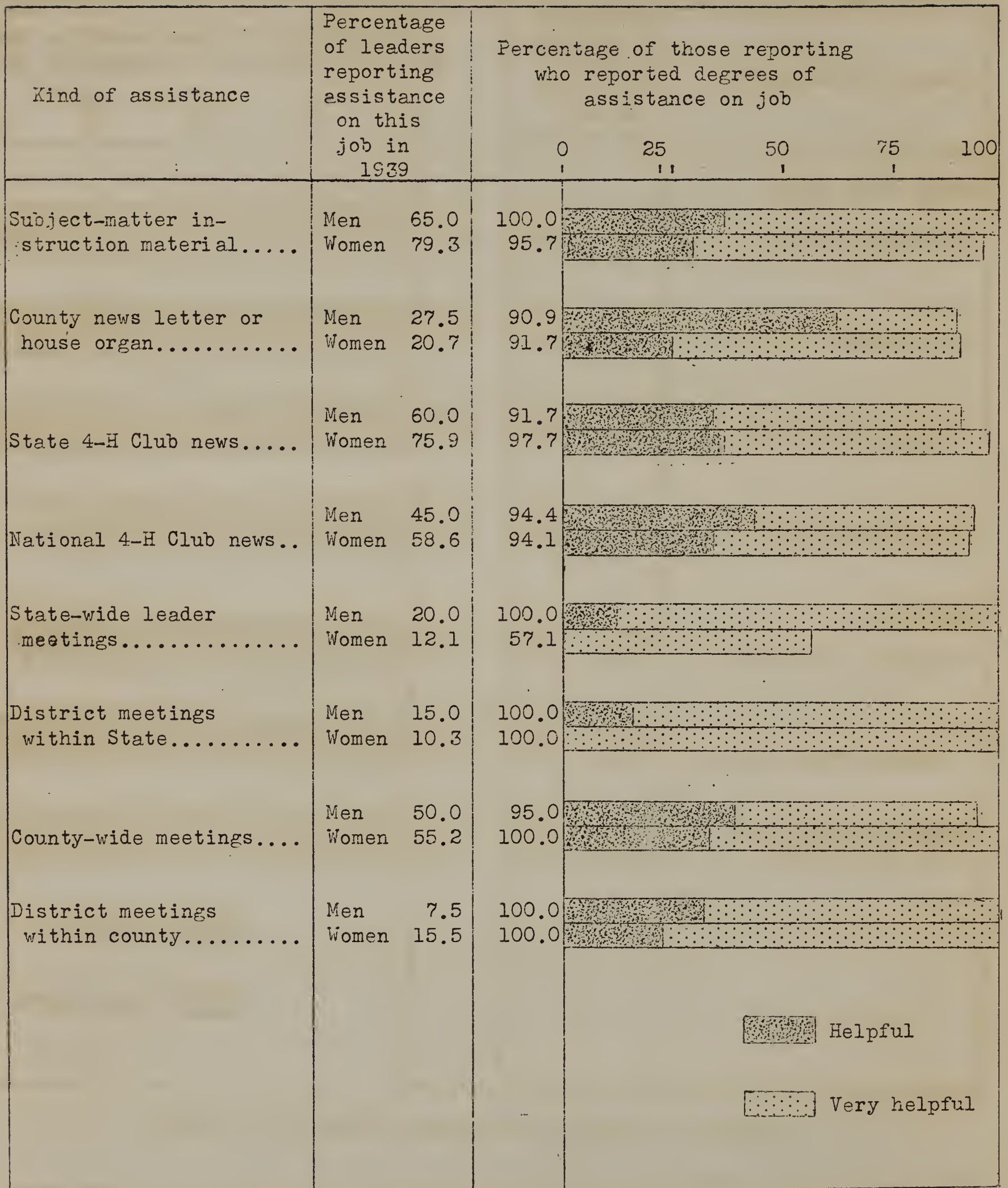


Figure 4. - Types of assistance received by leaders (con't.)



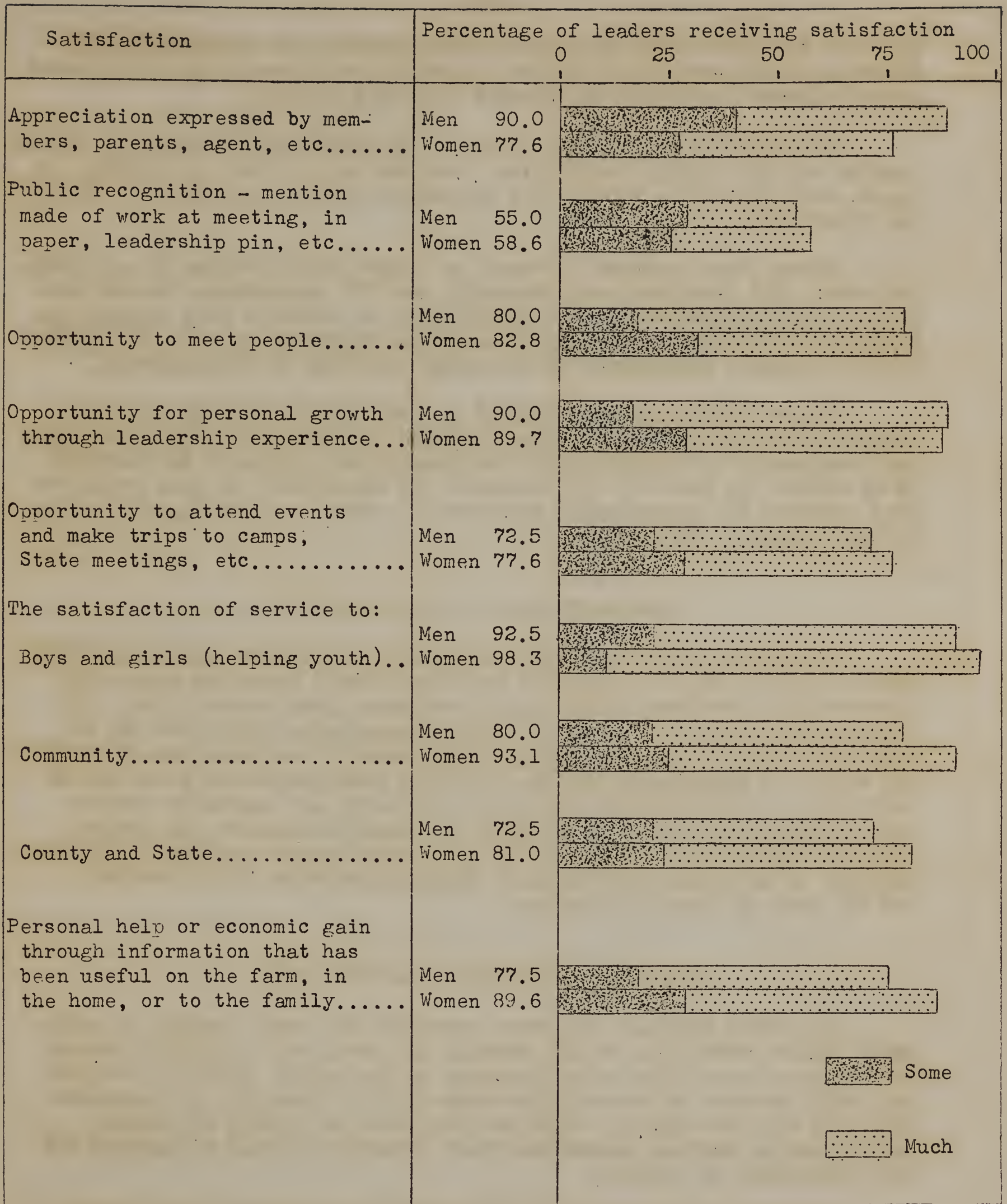


Figure 5. - Leaders reporting satisfaction from various sources



The next two items rated highest by women leaders were satisfaction of "service to the community" with 93.1 percent and "opportunity for personal growth through leadership experience" with 89.7 percent.

The lowest percentage of both men and women leaders reporting satisfaction was for "public recognition - mention made of work at meeting, in paper, leadership pin, etc." This percentage for the men was 55.0 and for the women 58.6.

Other items reported of "some" or "much" satisfactions by men leaders were: (1) Service to my community, and (2) opportunity to meet people, by 80.0 percent each; (3) personal help or economic gain through information that has been useful on the farm, in the home, or to the family by 77.5 percent; (4) service to my county and State by 72.5 percent.

Other items reported of "some" or "much" satisfactions by women leaders were: (1) Personal help or economic gain through information that has been useful on the farm or in the home by 89.6 percent; (2) services to my county and State by 81.0 percent; (3) opportunity to meet people by 82.8 percent; (4) appreciation expressed by members, parents, agent, etc., by 77.6 percent. (Figure 5.)

#### DISCOURAGEMENTS IN LOCAL LEADERSHIP

Regardless of the satisfaction that local leaders derive from their work of helping boys and girls in their club work, there are apparently discouraging situations which leaders encounter from time to time. The leaders were asked to list any of these discouraging situations and to check the degree of discouragements experienced. The items were too varied to permit tabulation, but the following discouragements stand out as being the more significant: (1) Lack of parental and community cooperation listed by 58 of the 98 leaders; (2) lack of interest and cooperation of members by 42 leaders; (3) failing to keep records and complete projects by 23 leaders; (4) lack of funds and material by 14 leaders; and (5) lack of time by 8 leaders.

#### AIMS AND OBJECTIVES OF 4-H CLUB WORK

The first and most important essential for local leaders to understand before attempting to help develop and carry out a 4-H Club program is what are some of the main objectives of club work? Stated in another way, what are some of those things club work is attempting to accomplish for rural boys and girls. Since 4-H Club work is helping to educate rural youth in certain directions these objectives should be defined and well understood by leaders.

In this study seven aims or objectives of club work were listed. The list is not complete but it comprises several objectives that seem worthy of consideration. These aims or objectives were: To teach principles and practices in: (1) Agriculture and farming; (2) home economics

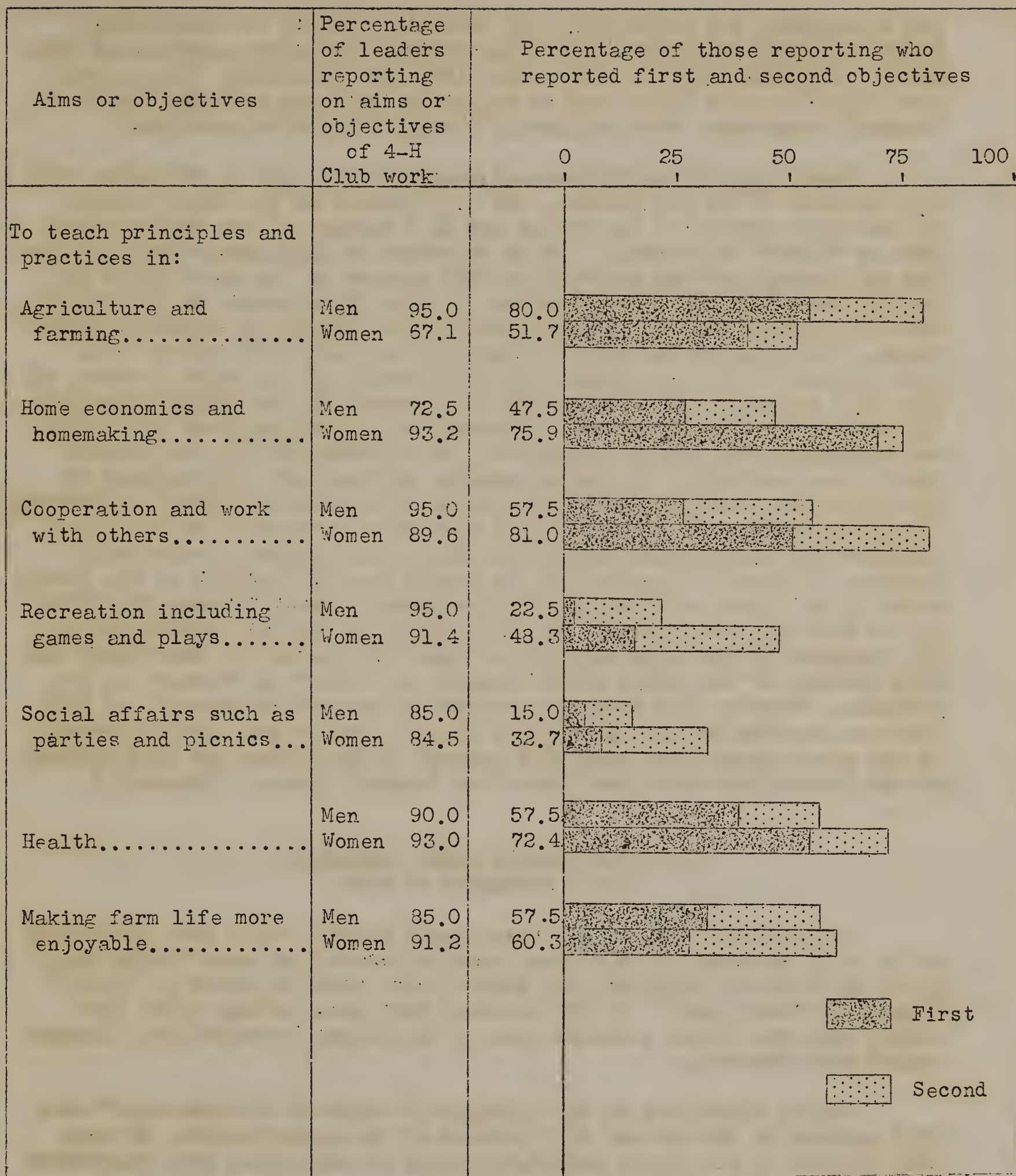


Figure 6. - Aims or objectives of 4-H Club work



and homemaking; (3) cooperation and work with others; (4) recreation, including games and plays; (5) social affairs, including parties and picnics; (6) health; and (7) making farm life more enjoyable. The leaders were asked to check these aims or objectives in terms of "first" and "second" importance, thus indicating the way they would rate them.

Reporting on "agriculture and farming" as an aim or objective were 95.0 percent of the men leaders, and 67.1 percent of the women leaders, of whom 80.0 percent of the former and 51.7 percent of the latter rated this as "first" or "second." As an objective in club work, "home economics and homemaking" was reported by 72.5 percent of the men leaders and by 93.2 percent of the women leaders, of whom 47.5 percent of the former and 75.9 percent of the latter gave this item "first" or "second" importance. Reporting on the item "cooperation and work with others" were 95.0 percent of the men leaders and 89.6 percent of the women leaders, of whom 57.5 percent of the former and 81.0 percent of the latter gave this "first" or "second" importance. "Recreation, including games and plays" was reported as an aim or objective by 95.0 percent of the men leaders and by 91.4 percent of the women leaders, of whom only 22.5 percent of the former and 48.3 percent of the latter rated this as "first" or "second." "Social affairs, such as parties and picnics" was reported as an aim or objective by 85.0 percent of the men and by 84.5 percent of the women leaders, of whom 15.0 percent of the former and 32.7 percent of the latter rated it as "first" or "second" in importance. "Health" as an objective of 4-H Club work was reported by 90.0 percent of the men leaders and by 93.0 percent of the women leaders, of whom 57.5 percent of the former and 72.4 percent of the latter rated "health" as "first" or "second" in importance. "Making farm life more enjoyable" as an objective of 4-H Club work was reported by 85.0 percent of the men leaders and by 91.2 percent of the women leaders, of whom 57.5 percent of the former and 60.3 percent of the latter gave this item "first" or "second" place. (Figure 6.)

#### HOW LOCAL LEADERS RATED THEMSELVES AS TO KNOWLEDGE OF JOBS

In order to find out how these local leaders would rate themselves as to their knowledge of the jobs, nine different jobs were listed; and, based on their own judgment, the leaders were asked to check as "fair," "good," or "very good." It was believed that such ratings might give county and home agents a better idea of the things in which local leaders needed more training.

Rating themselves on the "purposes or aims of 4-H Club work" were 92.5 percent of the men and 99.9 percent of the women leaders, of whom 40.0 percent of the former and 44.8 percent of the latter gave themselves only a "fair" rating.

A knowledge of the "chief local farm enterprises" was reported on by 95.0 percent of the men and by 86.2 percent of the women leaders, of whom 30.0 percent of the former and 43.1 percent of the latter gave themselves a "fair" rating.



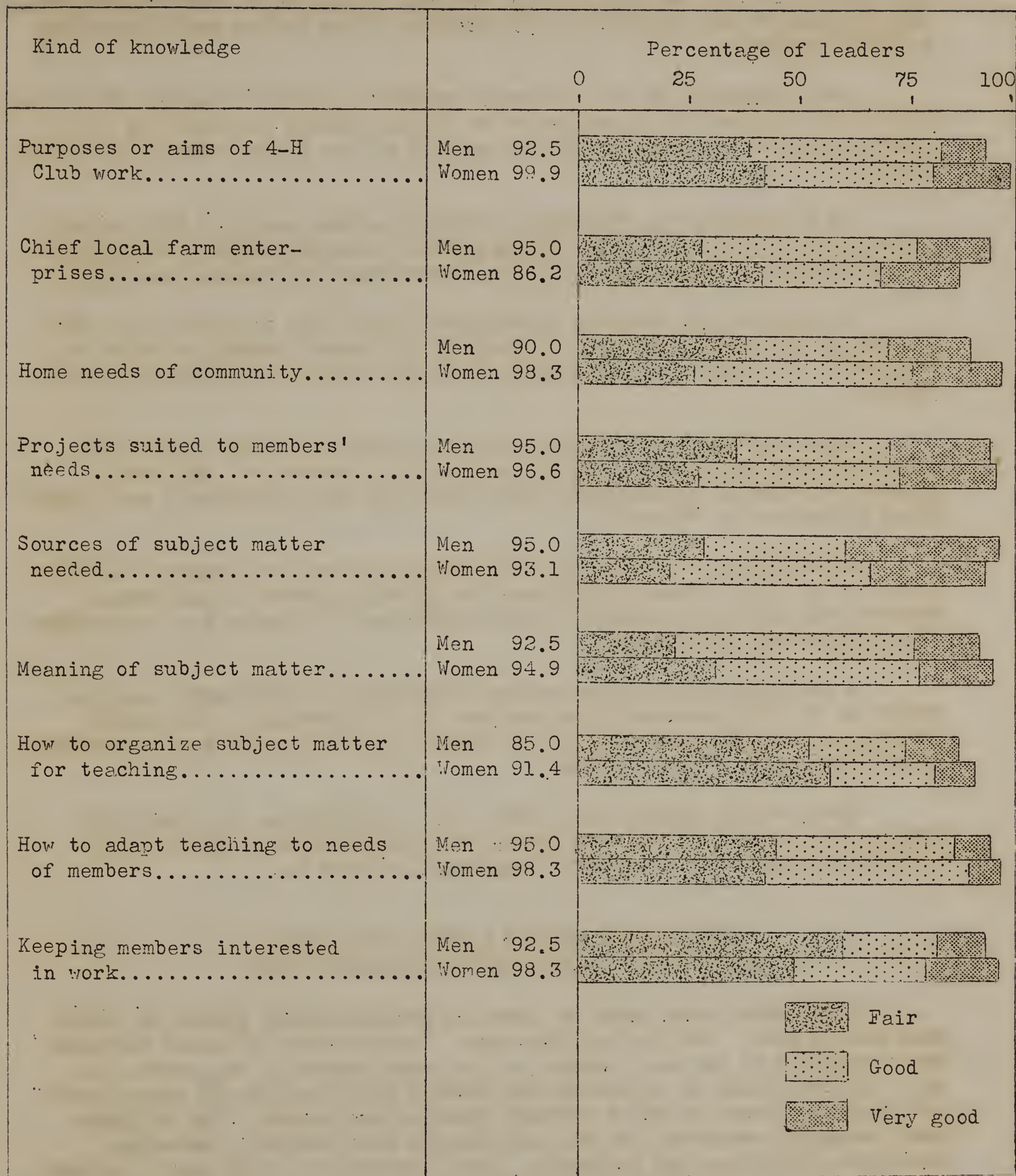


Figure 7. - How leaders rated themselves  
as to knowledge of jobs

A knowledge of the "home needs of community" was reported on by 90.0 percent of the men and by 98.3 percent of the women leaders, of whom 40.0 percent of the former and 27.6 percent of the latter gave themselves a "fair" rating.

On a knowledge of the "projects suited to members' needs," 95.0 percent of the men and 96.6 percent of the women leaders reported, of whom 37.5 percent of the former and 29.3 percent of the latter rated themselves "fair."

On a knowledge of "sources of subject matter needed," 95.0 percent of men and 93.1 percent of the women leaders reported, and 30.0 percent of the former and 22.4 percent of the latter rated themselves as "fair."

A knowledge of "meaning of subject matter" was reported on by 92.5 percent of the men and by 94.9 percent of the women leaders, of whom 22.5 percent of the former and 32.8 percent of the latter rated themselves as "fair."

Reporting on a knowledge of "how to organize subject matter for teaching" were 85.0 percent of the men and 91.4 percent of the women leaders, of whom 52.5 percent of the former and 56.9 percent of the latter rated themselves as "fair."

A knowledge of "how to adapt teaching to needs of members" was reported on by 95.0 percent of the men and by 98.3 percent of the women leaders, of whom 45.0 percent of the former and 43.1 percent of the latter rated themselves as "fair."

A knowledge of "keeping members interested in club work" was reported on by 92.5 percent of the men and by 98.3 percent of the women leaders, of whom 60.0 percent of the former and 50.0 percent of the latter gave themselves a "fair" rating.

These "fair" ratings are given here in preference to "good" and "very good" ratings in order to point out more definitely where local leaders probably need additional training. (Figure 7.)

#### TRAINING IN SUBJECT MATTER AND METHODS WHICH LOCAL LEADERS SAID THEY NEEDED MOST

The leaders were asked to list the subject-matter fields in which they felt a need for further training. Twenty-three different subjects were mentioned by the men leaders and an equal number by the women leaders. However, only 31 of the 40 men leaders and 45 of the 58 women leaders listed subjects on which further training was needed. The subjects most frequently mentioned by the men leaders were poultry, gardening, livestock, dairying, and woodwork. Those subjects on which women leaders stated further training was needed were sewing, foods and cookery, clothing, health, drama (plays), home improvement and decoration, poultry, gardening, and canning.



Both men and women leaders indicated they needed methods training most in judging; demonstrations; how to conduct recreation, games, and plays; contests; parliamentary procedure; public speaking; leather and carpentry work; organization and program planning; psychology; and training of other leaders.

#### HELP LOCAL LEADERS RECEIVE FROM AGENTS

These leaders estimated in terms of "fair," "good," or "very good" the services they had received from agents "in organizing subject matter"; 80.0 percent of the men leaders and 91.4 percent of the women leaders evaluated the help as "good" or "very good." In answer to the question of "how effective the teaching of subject matter appeared to be in meeting needs of club members," 70.0 percent of the men leaders and 81.0 percent of the women leaders indicated the effectiveness to be "good," or "very good."

#### SUMMARY AND CONCLUSIONS

Of the 98 local leaders participating in this study, 40 were men and 58 were women, representing 13.9 percent of the 707 local leaders in New Mexico in 1939.

As to the occupations of these leaders, 53.8 percent of the men were farmers, and 56.9 percent of the women were farm homemakers, while 10.3 percent of the women leaders were nonfarm homemakers. Those engaged in teaching comprised 20.0 percent of the men and 12.1 percent of the women, others being engaged in a wide variety of occupations.

With respect to ages, 22.5 percent of the men leaders as compared to 17.2 percent of the women leaders were under 20 years of age, and 50.0 percent of the men leaders as compared to 31.0 percent of the women leaders were under 30 years of age.

In educational training, 62.5 percent of the men leaders as compared to 53.5 percent of the women leaders had received an average of 3.1 years of high school. As to further training, 22.5 percent of the men leaders had received an average of 2 years in college as compared to 27.6 percent of the women leaders with an average of 2.8 years in college. Experience as a teacher was reported by 25.0 percent of the men and by 25.9 percent of the women leaders.

Experience as a club member was reported by 45.0 percent of the men leaders with an average of 4.9 years, and by 51.7 percent of the women leaders with an average of 3.0 years.

Not all leaders reported performing the jobs in connection with developing the 4-H Club program, with supervising and carrying out the program, or with measuring and reporting results of the program. Neither

did all report on the degree of difficulty with these jobs, but these data indicate that some jobs are more difficult for both men and women leaders than others.

The percentage of men leaders who reported jobs performed in connection with developing the club program ranged from as high as 90.0 percent to as low as 55.0 percent. The percentage of men leaders reporting who reported "some" or "much" difficulty ranged from the high of 93.4 percent to the low of 35.7 percent.

With the women leaders the percentage reporting jobs performed ranged from the high of 89.6 percent to the low of 55.2 percent, and the percentage of those reporting who reported "some" or "much" difficulty ranged from the high of 82.0 percent to the low of 21.6 percent.

The percentage of men leaders who reported jobs performed in connection with supervising and carrying out the club program ranged from the high of 77.5 percent to the low of 32.5 percent. The percentage of men leaders reporting "some" or "much" difficulty with these jobs ranged from the high of 87.5 percent to the low of 25.0 percent.

The percentage of women leaders who reported performing jobs in this phase of the work ranged from 89.6 percent to 41.4 percent, and the percentage of those reporting who reported "some" or "much" difficulty ranged from 87.2 percent to 25.0 percent.

The percentage of men leaders who reported jobs performed in measuring and reporting results of the club program ranged from 72.5 percent to 45.0 percent. For the women leaders the range was from 87.9 percent to 63.8 percent. The percentage of men leaders reporting who reported "some" or "much" difficulty ranged from 75.9 percent to 42.3 percent. For the women leaders the range was from 70.6 percent to 34.9 percent.

As regards types of assistance received by leaders from their agents through visits, letters, subject-matter instruction, meetings, etc., the percentage of those reporting who reported assistance to have been "helpful" or "very helpful" ranged from 90 to 100 percent with the single exception of "State-wide leader meetings" reported on by only 57.1 percent of the women leaders, but only 12.1 percent of these leaders reported any assistance on this job. On 9 of the 15 different types of assistance, the percentage of those reporting (either the men or the women leaders, or both) who reported degrees of assistance was 100. This would indicate that the leaders regard the assistance they receive from their agents as being very high.

In regard to satisfactions which these local leaders derive from their work, "service to boys and girls" was rated the highest by both men and women leaders, the men giving this item 92.5 percent and the women rating it at 98.3 percent. The satisfactions rated next highest by men leaders were "appreciation expressed by members, parents, agent, etc.," and "opportunities for personal growth through leadership experience,"



each of which had a rating of 90.0 percent. The two satisfactions rated next highest by the women leaders were "service to community," with 93.1 percent and "opportunity for personal growth through leadership experience" with 89.7 percent.

Of the series of nine jobs on which leaders rated their knowledge as "fair," "good," or "very good," those jobs receiving the highest percentage of "fair" knowledge were: (1) "Keeping members interested in work," reported by 60.0 percent of the men and by 50.0 percent of the women leaders; (2) "how to organize subject matter for teaching," reported by 52.5 percent of the men leaders and by 56.9 percent of the women leaders; and (3) "how to adapt teaching to needs of members," reported by 45.0 percent of the men leaders and by 43.1 percent of the women leaders.

Regarding aims and objectives of 4-H Club work, the item "agriculture and farming" received the highest percentage of those reporting who gave this item "first" or "second" place by men leaders, the percentage being 80.0, while the item "cooperation and work with others" was given the highest rating by the women leaders, the percentage being 81.0. The percentage of women leaders reporting who reported "first" and "second" choice on the item "home economics and homemaking" as an objective of club work was 75.9.

As regards further training in subject matter which these leaders indicated they needed, 31 of the 40 men leaders or 77.5 percent, and 45 of the 58 women leaders or 77.6 percent listed subjects. Those subjects most frequently mentioned by men leaders were: Poultry, gardening, livestock, dairying, and woodwork. Subjects suggested by women leaders were: Sewing, foods and cookery, clothing, health, drama, home improvement and decoration, poultry, gardening, and canning.

With respect to further training in methods the subjects most frequently mentioned by both men and women leaders were: Judging, demonstrations, recreation, contests, parliamentary procedure, public speaking, organization and program planning, and psychology.

#### SOME IMPORTANT FINDINGS IN THE STUDY

Those jobs with which leaders seemed to have most difficulty were:

1. Explaining the aims and objectives of 4-H Club work.
2. Developing community and parental cooperation.
3. Learning the interests and needs of boys and girls.
4. Distributing responsibility among others.
5. Training members in judging and in demonstration work.
6. Arranging details, attending and guiding achievement days, fairs, etc.
7. Maintaining harmony and getting cooperation.
8. Helping members to complete projects.

The greatest satisfactions leaders derived from their work were:

1. Service to boys and girls.
2. Opportunities for personal growth through leadership experience.
3. Appreciation expressed by members, parents, agent, etc.







